

Career Pathway System Development Process

(Under Development – For Review and Discussion), UPDATED May 22, 2015

PART 1. STRATEGIC DIRECTION FOR PATHWAYS SYSTEM

A Pathways System includes the following components:

- Leadership and Management Structure
- Career Development and Exploration
- Processes for Developing Pathway Programs of Study
 - Sequence of Classes and Learning Experiences
 - Alignment to Workforce Needs and Opportunities
 - Learner-Centered Program Design
 - Ongoing Career Development and Exploration
 - Focus on Multiple Workforce Entry Goals
 - Employer-Business-Industry Connections to Education and Training
- Measurement and Communications
- Employer-Business-Industry Connections to Education and Training

1. Build strong Cross-sector Pathways Leadership Structure and Industry-Sector Working Groups

- ☐ **Engage Sector Partnerships** (or develop new ones) as appropriate to needs of the region.
- ☐ Develop a **regional cross-sector Pathway Partnership Leadership Team** that includes: employer organizations, K-12 partners, postsecondary, and workforce systems to address a wide range of pathway programs of study in a coordinated fashion.
- ☐ Identify an organization to serve as the **Pathways Coordinating Organization** that facilitates the Pathways Partnership (chamber of commerce, community non-profit organization).
- ☐ Determine mechanisms (funding, host organization) to support creation of staff position to serve as overall pathways partnership coordinator.
- ☐ Establish **shared goals and vision** among partners, as well as specific needs of each partner that must be addressed to sustain collaboration.

Lead:

- Pathways Partnership Leadership Team (self-organized)

Other Participants:

- Education and Training Partners

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<input type="checkbox"/> Define roles and responsibilities of partners , including the role of employers may have directly in programs and in offering work-based learning opportunities.	<ul style="list-style-type: none"> • Business-industry organizations
<h2>2. Conduct Thorough Analysis of Pathway System Assets and Resources</h2>	
Tasks <ul style="list-style-type: none"> <input type="checkbox"/> Utilize an information-gathering tool to document practices, programs, and policies relating to each of the key pathway system attributes and pathway programs within the region. <input type="checkbox"/> Create a regional Asset Inventory, organized around the components of the Pathways System. <input type="checkbox"/> Coordinate with state agencies to determine existence of similar pathways in other regions of the state. 	Lead: <ul style="list-style-type: none"> • Pathways Partnership Coordinator Other Participants: <ul style="list-style-type: none"> • K-12 partners • Postsecondary • Business-industry organizations • Workforce system
<h2>3. Review Existing Program Availability</h2>	
Tasks <ul style="list-style-type: none"> <input type="checkbox"/> Determine if programming within the region currently exists that addresses each of the following components: <ol style="list-style-type: none"> Sequence of Classes and Learning Experiences Alignment to Workforce Needs and Opportunities Learner-Centered Program Design Career Development and Exploration Focus on Multiple Workforce Entry Goals Employer-Business-Industry Connections to Education and Training <input type="checkbox"/> Prioritize new program development, based upon workforce needs and geographic availability of program. <input type="checkbox"/> If current programs exists, determine additional supports that could be provided to ensure program completion. 	Lead: <ul style="list-style-type: none"> • Pathways Partnership Coordinator Other Participants: <ul style="list-style-type: none"> • K-12 partners • Postsecondary • Business-industry organizations

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<input type="checkbox"/> Determine if existing programming can be tailored to different audiences (can K-12 programming be used in adult education?)	
4. Create Training And Support For Pathway Program Development	
<input type="checkbox"/> Organize professional learning opportunity that may include teachers, faculty, employers and other key stakeholders tasked with Career Pathway Program creation and updating. Create a common approach and provide training and support to development teams. <input type="checkbox"/> Re-convene development teams on a regular basis to share progress and troubleshoot challenges, and work to ensure a reasonable amount of similarity in implementation. <input type="checkbox"/> Ensure that Pathway Partnership Coordinators are sharing best practices from across the state.	Lead: <ul style="list-style-type: none"> • Pathways Partnership Coordinator • Pathway Development Teams Other Participants: <ul style="list-style-type: none"> • K-12 partners • Postsecondary • Business-industry organizations
5. Ensure Alignment To Workforce Needs And Opportunities Of Policies And Programs	
Tasks <ul style="list-style-type: none"> <input type="checkbox"/> Identify state and local sources of workforce and employment information for use by Pathways Partners. <input type="checkbox"/> Create commonly used employer interview tools to gather non-proprietary information about hiring, growth and skills that are in demand. <input type="checkbox"/> Create a shared approach for gathering forecast information about emerging trends. <input type="checkbox"/> Create Shared Definition of Employability skills for use among all Industry-Sector Committees. <input type="checkbox"/> Reform program, policy, or procedures appropriately to ensure viability. 	Lead: <ul style="list-style-type: none"> • Pathways Partnership Coordinator Other Participants: <ul style="list-style-type: none"> • Workforce System • Economic Development • Works Council

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6. Ensure alignment of policies and programs

Tasks

- ☐ Identify state and local policies that may inhibit or prohibit innovative education and training partnerships (e.g. requirements for hours of training, certification of instructors, tuition reimbursements and utilization of facilities...)
- ☐ Document Real and Perceived inhibiting or prohibiting factors, and create a mechanism to share with local and state policymakers.

Lead:

- Pathways Partnership Coordinator
- Policy analyst (contract or volunteer)

Other Participants:

- Pathways Partners

7. Organize Career Development and College Enrollment Resources

Tasks

- ☐ Identify state endorsed programs and resources relating to career exploration and career development.
- ☐ Organize a Career Development Task Force to:
 - create a common template for a Learner Academic/Career Plan;
 - define the knowledge and competencies that should be included in a Career Development plan, for both the high school graduate and the adult learners;
 - map the development of knowledge and competencies at each key transition point – elementary to middle, middle to senior high school, high school to postsecondary learning and work; and
 - create a shared sequence of activities and learning experiences K-12 and a parallel (age-appropriate) sequence of activities for adult learners.
- ☐ Clarify the roles of families and non-education providers in the Career Development system.

Lead:

- Pathways Partnership Coordinator

Other Participants:

- Pathways Partners

8. Conduct Public Relations and Ongoing Communication

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Tasks <ul style="list-style-type: none"> <input type="checkbox"/> Partner agency has developed a public relations plan for disseminating information about career pathways at the state and local levels. <input type="checkbox"/> Communication is underway among state agencies and key stakeholders about the goals, benefits, and outcomes from career pathways systems <input type="checkbox"/> Partner agency's vision about career pathways is being communicated to local service providers and key stakeholders. 	Lead: <ul style="list-style-type: none"> • Pathways Partnership Coordinator Other Participants:
9. Define Outcomes And Monitor Program Impact	
Tasks <ul style="list-style-type: none"> <input type="checkbox"/> Define expected outcomes (skill acquisition, credentials, certifications, degrees) for programming at various levels. <input type="checkbox"/> Determine a way to measure program outcomes, including the development of transferable employability skills. <input type="checkbox"/> Ensure there is a method for statewide data collection in regard to the pathway system and each pathway program. 	Lead: <ul style="list-style-type: none"> • Pathway Development Teams Other Participants:
10. Create Common Processes And Tools For Employer Engagement	
Tasks <ul style="list-style-type: none"> <input type="checkbox"/> Create a short-term Employer Engagement Task Force to create common definitions and approaches for employer engagement, with the full spectrum of employer involvement and work-based learning experiences. <input type="checkbox"/> Create a vision for a fully scalable model that will allow every learner to experience employer-connected and community-connected learning. <input type="checkbox"/> Identify appropriate roles and responsibilities at the regional, local and site level for organizations and individuals to coordinate employer engagement. <input type="checkbox"/> Identify technology tools that will: <ul style="list-style-type: none"> • facilitate scalable employer engagement; • protect privacy and safety of learners and employer volunteers; and • enable a reasonable approach to background checks for adult volunteers to ensure a safe learning environment for learners. 	Lead: <ul style="list-style-type: none"> • Pathways Partnership Coordinator Other Participants:

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| <input type="checkbox"/> Develop a process to pilot-test and refine the model before moving to broad implementation. | |
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PART 2. DESIGNING, IMPLEMENTING AND IMPROVING INDIVIDUAL CAREER PATHWAY PROGRAMS	
A Pathways Program of Study Contains the following components: <ul style="list-style-type: none"> ○ Sequence of Classes and Learning Experiences ○ Alignment to Workforce Needs and Opportunities ○ Learner-Centered Program Design ○ Career Development and Exploration ○ Focus on Multiple Workforce Entry Goals ○ Employer-Business-Industry Connections to Education and Training 	
1. Assemble a Pathway Program Development Team	
Tasks <ul style="list-style-type: none"> <input type="checkbox"/> Create a working group among teachers, faculty, and employer volunteers. <input type="checkbox"/> Check and review information gathered by the Pathways Partnership Leadership Team to confirm or negate the need for a new program or a program update. <input type="checkbox"/> Upon beginning program development work, clarify the distinction between identifying program outcomes (learners with requisite knowledge and skills) and curriculum (the learning experiences designed to develop the requisite knowledge and skills.) <input type="checkbox"/> Identify the appropriate responsibilities of employer and policymakers (to help identify necessary outcomes) and educators (to design the appropriate curriculum.) 	Lead: <ul style="list-style-type: none"> • Pathways Development Team Other Participants: <ul style="list-style-type: none"> • Department of Workforce Development • Employer Advisors • Economic Development

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2. Assess Sector and Industry Needs	
Tasks <ul style="list-style-type: none"> <input type="checkbox"/> The Pathway Development Team reviews existing state and regional workforce data and analysis conducted by the Department of Workforce Development identifying priority sectors and industries. <input type="checkbox"/> For each career pathway, identify realistic demand levels, so prospective participants Identify Key Pathways that make or can make a significant economic impact. <input type="checkbox"/> Identify pathway employment opportunities on a local, regional and statewide basis, so prospects understand the likelihood of commuting or needing to re-locate. <input type="checkbox"/> Determine high-demand and/or growing sector occupations that can incorporate career opportunities along a career ladder that lead to high wage opportunities. 	Lead: <ul style="list-style-type: none"> • Pathways Development Team Other Participants: <ul style="list-style-type: none"> • Department of Workforce Development • Employer Advisors • Economic Development
3. Design New Program or Update Existing Program	
Tasks <ul style="list-style-type: none"> <input type="checkbox"/> Assemble design team to create a new program that addresses the following components: <ul style="list-style-type: none"> a. Alignment to Workforce Needs and Opportunities b. Sequence of Classes and Learning Experiences c. Learner-Centered Program Design d. Career Development and Exploration e. Focus on Multiple Workforce Entry Goals f. Employer-Business-Industry Connections <input type="checkbox"/> Using national and industry-based resources, as well as local employer input, create a statement of knowledge, skills and abilities for each program. These are KSA's that are necessary for every successful program completer. <input type="checkbox"/> Ensure that skills statement addresses positions across occupations in a career ladder. <input type="checkbox"/> Identify the performance tasks that would demonstrate a learner has obtained the KSA's identified. <input type="checkbox"/> Design a sequence of Learning Modules that are competency-based. 	Lead: <ul style="list-style-type: none"> • Instructional Team Other Participants: <ul style="list-style-type: none"> • Employer Advisors

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<ul style="list-style-type: none"> <input type="checkbox"/> Ensure transformation of teaching and learning by creating meaningful learning experiences that enable student/adult learners to apply program content to real-world challenges through work-and-learn opportunities and innovative curriculum. <input type="checkbox"/> Create learning experiences so the learner continues to explore a variety of career options within the career pathway and within related pathways. <input type="checkbox"/> Ensure programming allows for multiple program entry points for pathway participants. Develop a way to measure competencies/skills at each entry point. <input type="checkbox"/> Include bridge programs and support services for seamless movement from entry point to exit point to re-entry to exit across various occupations associated with industry need. <input type="checkbox"/> Identify companies to provide employees as program volunteers, and places of business for worksite tours, mentorship experiences, internships, and other work-and-learn opportunities. <input type="checkbox"/> Identify assessment mechanisms, both formative (on-going) and summative (end-of-program) that document the degree to which the learner has mastered the KSAs. <input type="checkbox"/> Ensure that every program offers postsecondary credits, an industry-recognized certification, or both. 	
<h2>4. Identify Potential Funding Needs</h2>	
<p>Tasks</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the estimated costs associated with program development and operations. <input type="checkbox"/> Determine funding resources at the local, state and federal levels that could be used for development and/or operation of programming. <input type="checkbox"/> Secure additional funding as necessary from public/private organizations. 	<p>Lead:</p> <ul style="list-style-type: none"> • Pathways Development Team <p>Other Participants:</p>
<h2>5. Apply Continuous Improvement Processes</h2>	

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| <ul style="list-style-type: none"><input type="checkbox"/> Analyze data and assess programming in regard to identified outcomes<input type="checkbox"/> Analyze data to assess impact in regard to current industry and workforce needs<input type="checkbox"/> Revisit education and training design to address needs identified through the data | <p>Lead:</p> <ul style="list-style-type: none">• Pathways Development Team <p>Other Participants:</p> |
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